

**TEACHING STRATEGIES USED IN THE QUESTIONING STAGE
OF THE SCIENTIFIC APPORACH
(A Case Study on a Teacher of SMP Al Azhar Syifa Budi Solo in the
Academic Year of 2017/2018)**



A THESIS

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2018

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I would like to certify that the thesis entitled **“Teaching Strategies Used in the Questioning Stage of the Scientific Approach (A Case Study on a Teacher of SMP Al Azhar Syifa Budi Solo in the Academic Year of 2017/2018)”** is really my own work. It is not plagiarism or made by others. Everything related to other’s work are written in quotation, and the sources are listed in the bibliography.

If then, this pronouncement proves wrong, I am ready to receive any academic punishment.

Surakarta, May 2018



Nur Azizah

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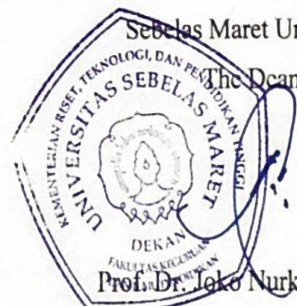
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MOTTO

MAN ADLAJA BALAGHAL MANZILA

(Barangsiapa berangkat lebih pagi, maka lebih cepat sampai tujuan)

KEEP CALM AND BELIEVE IN ALLAH

DEDICATION

This thesis is dedicated to:

- Allah SWT who gives me opportunity to finish this thesis, and the one who always besides me anytime and anywhere.
- My beloved Mom and Dad, my sisters and my brothers, who always give their prayer for me.
- My big families who gives support and prayer all the time.
- My best friends who always support me.

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The writer realizes that this thesis is far from perfection. She accepts gratefully for every comments and suggestions. She hopes that this thesis will be usefull for the readers and English Education.

Surakarta, May 2018

Nur Azizah

ABSTRACT

Nur Azizah. K2214038. **TEACHING STRATEGIES USED IN THE QUESTIONING STAGE OF THE SCIENTIFIC APPORACH (A Case Study on a Teacher of SMP Al Azhar Syifa Budi Solo in the Academic Year of 2017/2018).** A Thesis. Surakarta. Teacher Training and Education Faculty, Sebelas Maret University. May 2018.

The aims of this study is to analyze the kind of teaching strategies conducted by the English language teacher used to encourage students to ask questions in the seventh grade students of SMP Al Azhar Syifa Budi Solo in the academic year of 2017/2018 and identify the impacts of the implemented teaching strategies towards students learning process.

The research design is descriptive case study. The subjects of this study were an English language teacher and seventh grade students of Majjah class in SMP Al Azhar Syifa Budi Solo. The research data were taken from the observations in the classroom, the interviews with the teacher and nine students of Majjah class and document analysis. The observations and interviews had been conducted on January until February 2018. The researcher used triangulation of data sources, method and theories to check the trustworthiness of data collected.

The result showed that students' questions were not only appearing in the questioning stage, but also appearing in the stages of observing, collecting information, associating and communicating. There were various of teaching strategies used to encourage students to ask question. The teacher was providing students with learning stimuli through question examples. In every meeting the teacher was providing the students with stimulating task, for instance through learning outside activities, making conversation, guessing a secret doll, jigsaw and walking gallery. Social supports was also provided through group work activities and considered learning atmosphere. The implementation of teaching strategies also give impacts on students' behaviour and competence. The students become more active and more confident to deliver their questions especially in group discussion. Students' comprehension on learning materials was also improving. The improved of students' comprehension can be seen from the types of appeared students question.

Keywords: Teaching strategies, Students' question, Scientific Approach, Descriptive Case Study

ABSTRAK

Nur Azizah. K2214038. **TEACHING STRATEGIES USED IN THE QUESTIONING STAGE OF THE SCIENTIFIC APPORACH (A Case Study on a Teacher of SMP Al Azhar Syifa Budi Solo in the Academic Year of 2017/2018)**. Skripsi. Surakarta. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sebelas Maret. Mei 2018.

Tujuan dari penelitian ini adalah untuk menganalisa jenis-jenis strategi mengajar yang digunakan guru untuk mendorong siswa bertanya pada siswa kelas tujuh SMP Al Azhar Syifa Budi Solo tahun ajaran 2017/2018 dan untuk mengidentifikasi pengaruh dari strategi mengajar yang diterapkan terhadap tingkah laku dan kompetensi siswa.

Metode penelitian yang digunakan adalah deskriptif studi kasus. Subjek penelitian ini adalah guru bahasa inggris dan siswa kelas tujuh di kelas Majjah di SMP AL Azhar Syifa Budi Solo. Data penelitian dikumpulkan dari observasi di dalam kelas, wawancara dengan guru dan sembilan siswa di kelas Majjah. Kegiatan observasi dan wawancara dilakukan sejak bulan Januari sampai Februari. Peneliti menggunakan triangulasi sumber data, metode dan teori untuk mengeahui kebenaran data.

Hasil penelitian ini menunjukkan bahwa pertanyaan siswa tidak hanya muncul di tahap menanya melainkan juga muncul di tahap mengamati, mengumpulkan data, mengasosiasi dan mengkomunikasi. Ada berbagai macam strategi mengajar yang diterapkan guru untuk mendorong siswa bertanya. Guru memberikan siswa stimulus dalam pembelajaran dengan menyediakan contoh pertanyaan. Di setiap pertemuan guru memberikan siswa tugas, contohnya melalui belajar diluar kelas, membuat percakapan, menebak boneka rahasia, jigsaw dan walking gallery. Dukungan sosial juga diberikan oleh guru melalui diskusi kelompok dan menciptakan suasana kelas yang kondusif. Penerapan strategi mengajar yang digunakan untuk mendorong siswa untuk bertanya mempengaruhi tingkah laku dan kompetensi siswa di dalam kelas. Siswa menjadi lebih aktif dan berani untuk bertanya di dalam kelas terutama ketika dalam diskusi kelompok. Pemahaman siswa terhadap materi pembelajaran juga meningkat. Peningkatan pemahaman siswa dapat dilihat dari jenis pertanyaan siswa yang ditanyakan.

Keywords: Strategi mengajar, Pertanyaan Siswa , Scientific Approach, Deskripif Studi kasus

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LIST OF ABBREVIATIONS

SA	: Scientific Approach
KD	: Kompetensi Dasar
SF	: Social Function
LF	: Language Features
ST	: Structure of the Text
R	: Researcher
S	: Students
T	: Teacher